



Course Syllabus

COURSE NUMBER: EDTC 5290.01	COURSE TITLE Digital Movie Making	TERM: Fall 2 - 2007
SITE: WEBH 221	INSTRUCTOR CONTACT INFORMATION: Elaine McKenna 314.223.3057 (cell) Office hours by appointment emckenna@webster.edu	CREDIT HOURS: 3

1. COURSE DESCRIPTION:

This course enables participants to plan, design, script, produce, edit and present digital movies. Emphasis is on classroom lesson designs and teaching-learning applications. The course focuses on teachers making videos for instructional presentations and students making video for creative writing/storytelling, reporting research, and assessment of learning.

2. LEARNING OUTCOMES:

Course Outcomes	
	Participants in this course will be able to:
1.	develop familiarity with definitions, characteristics, and functions of video cameras for teaching and learning;
2.	design lessons that involve digital video resources;
3.	create/produce an instructional video that employs the video and other media resources; and
4.	design lessons that involve pupils authoring / producing digital video.

Standards:			
Project #3 is used as a course based key assessment for the MAT EDTC program. The following NETS-T-IV elements are used to arrive at individual student proficiencies for NETS-T-IV on this assignment:			
NETS for Teachers IV	Novice	Basic	Proficient
A. Apply technology in assessing student learning of subject matter using a variety of assessment techniques.	<p>A. Teachers apply technology for recordkeeping resources for student grades and for developing assessment resources such tests and rubrics.</p> <p><i>Digital movies may be the content on which pupils are assessed; or pupils may produce videos to demonstrate their learning. Either is required in the lesson design.</i></p>	<p>A. Teachers select and use specialized software (e.g., electronic gradebooks, assessment software, check sheets, performance profiler, performance rubrics) to collect and report data on student learning in the content areas.</p> <p><i>Detailed assessment plans and scoring guides/rubrics are required for this assignment.</i></p>	<p>A.</p> <p><i>This category is not applicable to this assignment.</i></p>
B. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.	<p>B. Teachers use technology resources to collect and analyze student performance data from a variety of resources, identify strengths and areas of weakness, and adjust teaching to improve student learning.</p> <p><i>The digital movies produced by teachers or students must be used to enhance student learning, and the learning must be assessed.</i></p>	<p>B. Teachers know how to use specialized software (e.g., electronic gradebooks, assessment software, check sheets, performance profiler, performance rubrics) to collect data on student learning.</p> <p><i>Assessment tools are required in the lesson design included in this project.</i></p>	<p>B. Teachers know how to analyze, interpret, represent, and communicate results from specialized software regarding student content learning.</p> <p><i>Explanation of how the assessment methods will be analyzed and interpreted is required in this project.</i></p>
C. Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.	<p>C. Teachers identify strategies for assessing students' uses of technology resources.</p> <p><i>The strategies for assessing pupils' use of the video clips or video production are required in the lesson design.</i></p>	<p>C. Teachers identify multiple measures for assessing specific applications of technology resources.</p> <p><i>Multiple assessment measures are required in the lesson design.</i></p>	<p>C.</p> <p><i>This category is not applicable to this assignment.</i></p>

3. SCHEDULE OF REQUIRED READINGS, CLASS PREPARATIONS AND ASSIGNMENTS, LECTURES, DISCUSSIONS, STUDENT PRESENTATIONS, OUT-OF-CLASS ASSIGNMENTS AND EXAMS.

<p>Session 1</p>	<p>Personal introductions Definitions Rationale Teaching/learning applications of digital video Hands-on instruction with digital cameras Development of shooting schedule with digital equipment Readings <i>Part 1- Getting Started</i> <i>Chapter 1: Getting Your PC Ready for Movie Maker 2</i> <i>Chapter 2: Creating Watchable Video</i> <i>Chapter 3: Getting Started with Movie Maker</i> Discussion activities</p>
<p>Session 2</p>	<p>Viewing/critiquing digital video – digital video as learning content Project #1 explanation - Lesson design for digital video as content – Due Week 3 Discussion of file management Presentation of the following concepts: concept development, storyboarding, use of digital cameras, lights, and sound Discussion of the capturing, presentation, and size of movies before the shooting process begins Discussion activities</p>
<p>Session 3</p>	<p>Project #1 Due Discussion of copyright and fair use guidelines Authoring and producing digital video (making movies) Project #2 explanation - Produce a digital movie – Due Week 5 Movie Maker 2 tutorial Lab work time Readings <i>Part 2 - Gathering your Assets</i> <i>Chapter 4: Capturing DV</i> <i>Chapter 6: Working with Still Images</i> <i>Chapter 7: Importing Music</i> <i>Chapter 8: Working in the Contents Pane</i> Discussion activities</p>
<p>Session 4</p>	<p>Movie Maker 2 tutorial continued – including advanced features Lab work time Readings <i>Part 3 - Editing</i> <i>Chapter 9: Trimming and Assembling Your Movie</i> <i>Chapter 10: Using Transitions</i> <i>Chapter 11: Applying Special Effects</i> <i>Chapter 12: Working with Audio</i> <i>Chapter 13: Designing Titles and Credits</i> <i>Part 4 - Output</i> <i>Chapter 16: Outputting Digital Files</i></p>

	Discussion activities
Session 5	Project #2 Due Project #3 explanation – Teacher- or Student- Produced Digital Movie – Due Week 8 Lab work time Evaluation criteria discussed Discussion activities
Session 6	Lab work time Discussion activities
Session 7	Planning a classroom presentation Lab work time Discussion activities
Session 8	Project #3 Due Individual movie presentations Options for disseminating and sharing videos Discussion activities

4. RESOURCES:

Textbook: required

Ozer, Jan. (2004) *Movie Maker 2 for Windows: Visual QuickStart Guide*. Peachpit Press.

Supplemental Readings:

Additional readings will be assigned from library materials and web based materials.

Equipment Required:

Camcorder or other video camera (webcam, digital camera with video recording functionality, or camera phone), tripod, and microphone.

Software Required:

Software and/or drivers for video capture and video editing will be discussed & evaluated as part of the course materials. Windows Movie Maker 2 (included with Windows XP OS), web browser (Internet Explorer); Microsoft Office 2000 or later (including Microsoft Word, Excel, and PowerPoint).

Library Readings:

Articles from current professional journals on issues related to the use of digital video equipment and/or video applications in education.

5. EVALUATION / GRADING SCALE:

Class participants will be evaluated on satisfactory completion of:

Assessments	Percentage of Grade
Participation in class discussions, small group/team activities and other assignments.	20%
Project #1: Lesson Design for Digital Video As Content	20%
Project #2: Produce a Digital Movie: This project involves using the video camera and other media sources to construct an instructional video. Students follow a prepared script, storyboard, and assemble the movie using video footage shot according to storyboard, still images, and text.	20%
Project #3: Teacher- or Student- Produced Digital Movie: This project involves producing an instructional video (for teaching) or a sample student-authored video that pupils produce to demonstrate their learning. Instructions for students, script, storyboard, and completed video are required. Self-critique and reflections on best practices are included in this project.	40%

All academic and professional behavior of students in this course is subject to review for the purposes of student evaluation.

- A/A- Superior graduate work (100%– 93%= A, 92%– 90% = A-)
- B+/B/B- Satisfactory graduate work (89% – 88% = B+, 87% – 83% = B, 82% – 80% = B-)
- C Work that is barely adequate as graduate-level performance (79% – 70%)
- F Work that is unsatisfactory (69% and below)

Note: Two copies of all digital/paper components of the projects are required by the instructor. One copy of each of the components of the projects will be returned in class or via a self-addressed, stamped envelope. Projects are not available for pick-up in the SOE office.

6. ACADEMIC HONESTY POLICY:

Webster University strives to be a center of academic excellence. As part of our Statement of Ethics, the University strives to preserve academic honor and integrity by repudiating all forms of academic and intellectual dishonesty, including cheating, plagiarism and all other forms of academic dishonesty. Academic Dishonesty is unacceptable and is subject to a disciplinary response. The University reserves the right to utilize electronic databases, such as Turnitin.com, to assist faculty and students with their academic work.

Plagiarism is intentionally claiming that another person’s work is his/her own or implying that another person’s work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- should not copy whole portions of text from another source as a major component of papers or projects;
- should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites;
- should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites; and
- should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

For further information about the consequences of academic dishonesty, please consult the Webster University Student Handbook.

7. ACCESSIBILITY/ACCOMODATIONS POLICY:

If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

8. ATTENDANCE:

Attendance at all classes is required. If a student anticipates missing a class, the instructor must be notified prior to the class. Students will be required to complete the work assigned and to make up any missed work by the next class.

The instructor reserves the right to lower the final grade by a letter grade for absences.

Students who do not complete the requirements of the course must contact the instructor prior to the end of the course to complete an Incomplete Course form. Incompletes are not awarded except in emergencies, as defined by the instructor.

NB: An Incomplete may only be awarded to a student who has maintained a passing grade up to the point of the emergency. Incomplete grades will change to a grade of F or NC unless the requirements stipulated on the incomplete form are met by the date listed on the form or one calendar year from the end of the course, whichever comes first.

9. OTHER

It is an expectation that all movies created in the course will have an educational focus.

10. STANDARDS / GOALS:

The School of Education (SOE) Goals:

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
- 1.2 applies tools of inquiry to construct meaningful learning experiences;
- 1.3 identifies developmental factors in student learning; and
- 1.4 understands theoretical principles of effective instruction to plan learning experiences.

2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
- 2.2 understands and uses a range of instructional strategies;
- 2.3 uses a variety of communication modes, media, and technology to support student learning; and
- 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.

3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
 - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

The School of Education (SOE) Dispositions:

NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth." (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self

- 1.1 Understands and respects that s (he) may be different from others
- 1.2 Embraces an openness to change (adaptability, flexibility)
- 1.3 Exhibits curiosity
- 1.4 Engages in reflection

2. Understands and Respects Others

- 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
- 2.2 Exhibits empathy
- 2.3 Commits to fairness and honesty
- 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities

- 3.1 Commits to professional behavior in university and school cultures
- 3.2 Practices informed decision-making in university and school cultures
- 3.3 Communicates and collaborates in university and school cultures
- 3.4 Accepts academic rigor (willingness to work/ high expectations)
- 3.5 Affects change with courage and confidence

ISTE NET-T Standards:

International Society for Technology in Education (ISTE) - National Educational Technology Standards for Teachers (NETS-T) – http://cnets.iste.org/teachers/t_stands.html

1. Technology operations and concepts.

Teachers demonstrate a sound understanding of technology operations and concepts.

2. Planning and designing learning environments and experiences.

Teachers plan and design effective learning environments and experiences supported by technology.

3. Teaching, learning, and the curriculum.

Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.

4. Assessment and evaluation.

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.

5. **Productivity and professional practice.**

Teachers use technology to enhance their productivity and professional practice.

6. **Social, ethical, legal, and human issues.**

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.

The progress of students in this course toward ISTE Nets or School of Education goals may be recorded for the purpose of program evaluation, not for student assessment. If you have any questions about this, please contact your instructor.

This syllabus is subject to change at the discretion of the instructor.